

## LAKE FOREST ELEMENTARY

16 Berkshire Avenue  
Greenville, South Carolina 29615

**GRADES** K-5 Elementary School

**ENROLLMENT** 670 Students

**PRINCIPAL** Cynthia Coggins 864-292-7665

**SUPERINTENDENT** Dr. William E. Harner 864-241-3456

**BOARD CHAIR** Tommie E. Reece 864-271-3619

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
12	66	9	1	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

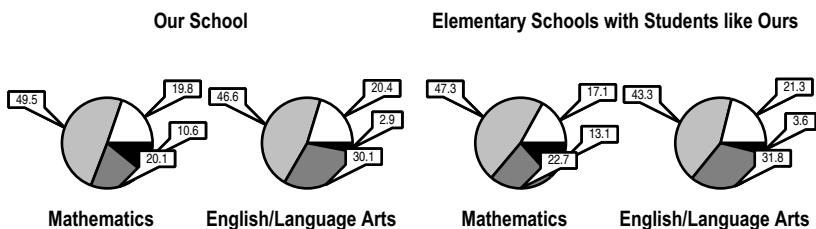
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	43	104	43
Percent satisfied with learning environment	97.5%	86.4%	90.7%
Percent satisfied with social and physical environment	97.5%	90.2%	88.4%
Percent satisfied with home-school relations	100.0%	93.6%	85.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	317	98.1	20.4	46.6	30.1	2.9	33.0	17.6
Gender								
Male	173	97.7	26.5	46.3	25.2	2.0	27.2	17.6
Female	144	98.6	13.6	47.0	35.6	3.8	39.4	17.6
Racial/Ethnic Group								
White	186	98.9	7.9	45.5	43.6	3.0	46.7	17.6
African-American	79	97.5	47.0	42.4	7.6	3.0	10.6	17.6
Asian/Pacific Islander	18	100.0	22.2	44.4	27.8	5.6	33.3	17.6
Hispanic	31	93.5	33.3	59.3	7.4	N/A	7.4	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	254	98.4	14.4	45.9	36.2	3.5	39.7	17.6
Disabled	63	96.8	48.0	50.0	2.0	N/A	2.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	317	98.1	20.4	46.6	30.1	2.9	33.0	17.6
English Proficiency								
Limited English proficient	22	95.5	33.3	47.6	14.3	4.8	19.0	17.6
Non-limited English proficient	295	98.3	19.4	46.5	31.4	2.7	34.1	17.6
Socio-Economic Status								
Subsidized meals	128	96.1	30.4	53.9	13.7	2.0	15.7	17.6
Full-pay meals	189	99.5	14.7	42.4	39.5	3.4	42.9	17.6

Mathematics								
All students	317	99.7	19.8	49.5	20.1	10.6	30.7	15.5
Gender								
Male	173	99.4	22.7	48.7	18.0	10.7	28.7	15.5
Female	144	100.0	16.5	50.4	22.6	10.5	33.1	15.5
Racial/Ethnic Group								
White	186	100.0	9.0	48.8	25.3	16.9	42.2	15.5
African-American	79	98.7	40.3	49.3	9.0	1.5	10.4	15.5
Asian/Pacific Islander	18	100.0	22.2	50.0	22.2	5.6	27.8	15.5
Hispanic	31	100.0	34.5	55.2	10.3	N/A	10.3	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	254	100.0	14.2	49.1	23.7	12.9	36.6	15.5
Disabled	63	98.4	45.1	51.0	3.9	N/A	3.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	317	99.7	19.8	49.5	20.1	10.6	30.7	15.5
English Proficiency								
Limited English proficient	22	100.0	36.4	45.5	18.2	N/A	18.2	15.5
Non-limited English proficient	295	99.7	18.4	49.8	20.3	11.5	31.8	15.5
Socio-Economic Status								
Subsidized meals	128	99.2	27.9	56.7	11.5	3.8	15.4	15.5
Full-pay meals	189	100.0	15.1	45.3	25.1	14.5	39.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2002</b>	Grade 3	100	N/A	22.0	19.0	55.0	4.0	59.0
	Grade 4	97	N/A	19.8	40.6	35.4	4.2	39.6
	Grade 5	102	N/A	22.0	54.0	23.0	1.0	24.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2003</b>	Grade 3	101	99.0	13.6	44.3	35.2	6.8	42.0
	Grade 4	106	97.2	22.3	42.6	34.0	1.1	35.1
	Grade 5	110	98.2	24.7	52.6	21.6	1.0	22.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<b>Mathematics</b>								
<b>2002</b>	Grade 3	100	N/A	27.0	51.0	15.0	7.0	22.0
	Grade 4	97	N/A	27.1	38.5	21.9	12.5	34.4
	Grade 5	102	N/A	39.6	34.7	17.8	7.9	25.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2003</b>	Grade 3	101	100.0	14.6	55.1	20.2	10.1	30.3
	Grade 4	106	99.1	22.9	46.9	18.8	11.5	30.2
	Grade 5	110	100.0	21.4	46.9	21.4	10.2	31.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 670)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.8%	Up from 2.7%	2.8%	2.4%
Attendance rate	96.4%	Down from 96.5%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	21.2%	Down from 26.3%	19.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.1%	Up from 10.4%	8.1%	8.0%
Older than usual for grade	0.1%	Down from 0.2%	0.8%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	40.0%	Down from 40.9%	51.3%	50.0%
Continuing contract teachers	84.4%	Up from 79.5%	89.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.2%	Up from 81.2%	88.3%	86.2%
Teacher attendance rate	98.0%	Up from 97.5%	95.5%	95.3%
Average teacher salary	\$37,339	Up 0.9%	\$40,516	\$39,909
Prof. development days/teacher	7.4 days	Down from 11.0 days	11.0 days	11.4 days

School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio	20.9 to 1	Up from 19.9 to 1	19.2 to 1	18.9 to 1
Prime instructional time	93.8%	Up from 93.4%	90.0%	89.7%
Dollars spent per pupil*	\$4,954	Up 16.4%	\$5,663	\$5,892
Percent spent on teacher salaries*	65.9%	Down from 70.6%	66.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Lake Forest is a suburban school with an International Studies theme, having students from various cultures and countries, reflecting the theme, "A Community of Nations." We take pride in our high-achieving, child centered elementary school. Our successes come from a talented and nurturing staff, committed administration, and an active, supportive PTA, SIC, and community. Our mission is to equip each child with skills to achieve his/her full potential by providing opportunities that promote achievement and excellence through a partnership with home, school, and community.

Our school offers a variety of programs during the year. Each activity is designed to promote our students' academic, social, and emotional well-being. We strive to use a challenging, standards-driven curriculum to develop a community of responsible citizens and life-long learners. Core academic subjects are given special emphasis. Students performing above and below grade level are identified to receive special assistance. The reading teacher, computer lab manager, specialized teachers, and volunteers assist students in the core areas. A year-long after school tutorial program allowed students in grades 3-5 to receive reading and math tutoring two days each week after school. Students achieving at a higher level participated in programs for the academically gifted. Artistically talented students participated in programs at the district level. After school daycare and enrichment classes continue to be very popular at Lake Forest. We offer a structured program with a wide variety of activities available for participants.

As a selected TESOL (Teaching English to Speakers of Other Languages) and a "Closing the Achievement Gap" school we are planning staff development to reach our diverse student population and their families. We encourage parent and community participation in all aspects of our school life to truly be a community school for our children. Lake Forest continues to strive for improved educational opportunities for every student, increased test scores, and achievement of excellence at every level.

Cynthia Coggins, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.